



General Assembly

January Session, 2017

Raised Bill No. 7251

LCO No. 5113

* _____HB07251ED_____032717_____*

Referred to Committee on EDUCATION

Introduced by:
(ED)

AN ACT CONCERNING REFORM DISTRICT TURNAROUND PLANS.

Be it enacted by the Senate and House of Representatives in General Assembly convened:

1 Section 1. Subdivision (2) of subsection (e) of section 10-223e of the
2 general statutes is repealed and the following is substituted in lieu
3 thereof (*Effective July 1, 2017*):

4 (2) Notwithstanding any provision of this title or any regulation
5 adopted pursuant to said title, except as provided in subdivision (3) of
6 this subsection, in carrying out the provisions of subdivision (1) of this
7 subsection and this subdivision, the State Board of Education shall take
8 any of the following actions to improve student performance of the
9 school district, a particular school in the district or among student
10 subgroups, and remove the school or district from the list of schools or
11 districts designated and listed as a low achieving school or district
12 pursuant to said subdivision (1), and to address other needs of the
13 school or district: (A) Require an operations audit to identify possible
14 programmatic savings and an instructional audit to identify any
15 deficits in curriculum and instruction or in the learning environment of
16 the school or district; (B) require the local or regional board of

17 education for such school or district to use state and federal funds for
 18 critical needs, as directed by the State Board of Education; (C) provide
 19 incentives to attract highly qualified teachers and principals; (D) direct
 20 the transfer and assignment of teachers and principals; (E) require
 21 additional training and technical assistance for parents and guardians
 22 of children attending the school or a school in the district and for
 23 teachers, principals, and central office staff members hired by the
 24 district; (F) require the local or regional board of education for the
 25 school or district to implement model curriculum, including, but not
 26 limited to, recommended textbooks, materials and supplies approved
 27 by the Department of Education; (G) identify schools for
 28 reconstitution, as may be phased in by the commissioner, as state or
 29 local charter schools, schools established pursuant to section 10-74g,
 30 innovation schools established pursuant to section 10-74h, or schools
 31 based on other models for school improvement, or for management by
 32 an entity other than the local or regional board of education for the
 33 district in which the school is located; (H) direct the local or regional
 34 board of education for the school or district to develop and implement
 35 a plan addressing deficits in achievement and in the learning
 36 environment as recommended in the instructional audit; (I) assign a
 37 technical assistance team to the school or district to guide school or
 38 district initiatives and report progress to the Commissioner of
 39 Education; (J) establish instructional and learning environment
 40 benchmarks for the school or district to meet as it progresses toward
 41 removal from the list of low achieving schools or districts; (K) provide
 42 funding to any proximate district to a district designated as a low
 43 achieving school district so that students in a low achieving district
 44 may attend public school in a neighboring district; (L) direct the
 45 establishment of learning academies within schools that require
 46 continuous monitoring of student performance by teacher groups; (M)
 47 require a local [and] or regional [boards] board of education to (i)
 48 undergo training designed to improve [their] the operational efficiency
 49 and effectiveness of the board of education as leaders of [their
 50 districts'] its district improvement plans by distinguishing and making
 51 clear the proper roles and different functions of the board of education,

52 including the responsibility of developing the improvement plans and
 53 education policy for the district, and the school and district-level
 54 administrators, including the responsibility of implementing such
 55 improvement plans and policies, and (ii) submit an annual action plan
 56 to the Commissioner of Education outlining how, when and in what
 57 manner their effectiveness shall be monitored; (N) require the
 58 appointment of (i) a superintendent, approved by the Commissioner of
 59 Education, or (ii) a district improvement officer, selected by the
 60 commissioner, whose authority is consistent with the provisions of
 61 section 138 of public act 11-61, and whose term shall be for one school
 62 year, except that the State Board of Education may extend such period;
 63 or (O) any combination of the actions described in this subdivision or
 64 similar, closely related actions.

65 Sec. 2. (NEW) (*Effective July 1, 2017*) (a) Not later than January 1,
 66 2018, the Department of Education shall develop a model school
 67 district responsibilities agreement. Such model agreement shall
 68 include, but need not be limited to, (1) a statement of guiding
 69 principles regarding the proper roles and functions of the board of
 70 education, the superintendent of schools for the school district and
 71 administrators, as defined in section 10-144e of the general statutes, (2)
 72 an enumeration of the specific duties and responsibilities of the board
 73 of education, the superintendent and administrators, and (3) signature
 74 lines for the members of the board of education, the superintendent
 75 and other administrators to acknowledge that they understand and
 76 will comply with the provisions of the agreement. The department
 77 shall make such model agreement available for use by local and
 78 regional boards of education and on its Internet web site.

79 (b) (1) For the school year commencing July 1, 2018, the local or
 80 regional board of education for a town designated as an alliance
 81 district, as defined in section 10-262u of the general statutes, as
 82 amended by this act, shall enter into such model agreement with the
 83 superintendent of schools and any appropriate administrators of the
 84 school district, and shall include such model agreement in the alliance

85 district plan for such board, as described in said section 10-262u.

86 (2) For the school year commencing July 1, 2018, any other local or
87 regional board of education may enter into such model agreement
88 with the superintendent of schools and any appropriate administrators
89 of the school district.

90 (c) Any local or regional board of education that enters into the
91 model agreement pursuant to subsection (b) of this section shall enter
92 into a memorandum of understanding with the Commissioner of
93 Education that such board will honor the terms of the model
94 agreement.

95 Sec. 3. Subsection (d) of section 10-262u of the general statutes is
96 repealed and the following is substituted in lieu thereof (*Effective July*
97 *1, 2017*):

98 (d) The local or regional board of education for a town designated
99 as an alliance district may apply to the Commissioner of Education, at
100 such time and in such manner as the commissioner prescribes, to
101 receive any increase in funds received over the amount the town
102 received for the prior fiscal year pursuant to subsection (a) of section
103 10-262i. Applications pursuant to this subsection shall include
104 objectives and performance targets and a plan that are developed, in
105 part, on the strategic use of student academic performance data. Such
106 plan may include, but not be limited to, the following: (1) A tiered
107 system of interventions for the schools under the jurisdiction of such
108 board based on the needs of such schools, (2) ways to strengthen the
109 foundational programs in reading, through the intensive reading
110 instruction program pursuant to section 10-14u, to ensure reading
111 mastery in kindergarten to grade three, inclusive, with a focus on
112 standards and instruction, proper use of data, intervention strategies,
113 current information for teachers, parental engagement, and teacher
114 professional development, (3) additional learning time, including
115 extended school day or school year programming administered by
116 school personnel or external partners, (4) a talent strategy that

117 includes, but is not limited to, teacher and school leader recruitment
 118 and assignment, career ladder policies that draw upon guidelines for a
 119 model teacher evaluation program adopted by the State Board of
 120 Education, pursuant to section 10-151b, and adopted by each local or
 121 regional board of education. Such talent strategy may include
 122 provisions that demonstrate increased ability to attract, retain,
 123 promote and bolster the performance of staff in accordance with
 124 performance evaluation findings and, in the case of new personnel,
 125 other indicators of effectiveness, (5) training for school leaders and
 126 other staff on new teacher evaluation models, (6) provisions for the
 127 cooperation and coordination with early childhood education
 128 providers to ensure alignment with district expectations for student
 129 entry into kindergarten, including funding for an existing local Head
 130 Start program, (7) provisions for the cooperation and coordination
 131 with other governmental and community programs to ensure that
 132 students receive adequate support and wraparound services, including
 133 community school models, (8) provisions for implementing and
 134 furthering state-wide education standards adopted by the State Board
 135 of Education and all activities and initiatives associated with such
 136 standards, (9) strategies for attracting and recruiting minority teachers
 137 and administrators, (10) provisions for the enhancement of bilingual
 138 education programs, pursuant to section 10-17f, or other language
 139 acquisition services to English language learners, including, but not
 140 limited to, participation in the English language learner pilot program,
 141 established pursuant to section 10-17n, (11) entering into the model
 142 school district responsibilities agreement, described in section 2 of this
 143 act, (12) leadership succession plans that provide training and learning
 144 opportunities for administrators and are designed to assist in the
 145 seamless transition of school and district personnel in and out of
 146 leadership positions in the school district and the continuous
 147 implementation of plans developed under this subsection, and [(11)]
 148 (13) any additional categories or goals as determined by the
 149 commissioner. Such plan shall demonstrate collaboration with key
 150 stakeholders, as identified by the commissioner, with the goal of
 151 achieving efficiencies and the alignment of intent and practice of

152 current programs with conditional programs identified in this
153 subsection. The commissioner may (A) require changes in any plan
154 submitted by a local or regional board of education before the
155 commissioner approves an application under this subsection, and (B)
156 permit a local or regional board of education, as part of such plan, to
157 use a portion of any funds received under this section for the purposes
158 of paying tuition charged to such board pursuant to subdivision (1) of
159 subsection (k) of section 10-264~~l~~ or subsection (b) of section 10-264~~o~~.

This act shall take effect as follows and shall amend the following sections:		
Section 1	<i>July 1, 2017</i>	10-223e(e)(2)
Sec. 2	<i>July 1, 2017</i>	New section
Sec. 3	<i>July 1, 2017</i>	10-262u(d)

Section 1	<i>July 1, 2017</i>	10-223e(e)(2)
Sec. 2	<i>July 1, 2017</i>	New section
Sec. 3	<i>July 1, 2017</i>	10-262u(d)

ED *Joint Favorable*